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ABSTRACT

This document, prepared as an accreditation report, provides an overview of the function, structure, services, and staffing of Coastline Community College (CCC), a noncampus institution which opened in September 1976. CCC was established because of continuing increases in the number of students in the Coast Community College District. Fiscal constraints prohibited site acquisition and construction for a new campus, but instructional and organizational alternatives and technology allowed for the formation of a college without walls, whose campus is the community. CCC has assumed responsibility for all programs previously offered through the evening divisions of the two existing district colleges. Its curriculum is comprehensive; in addition to regular courses offered in a variety of settings, students have opportunities to participate in independent study, cooperative and work study programs, and on-the-job training. The faculty of CCC are presently drawn from other district and area colleges, and from the community, and are hired on a part-time basis. Student services and learning resources centers are available at sites throughout the community, as well as at the college's administrative center. (JDS)

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REPORT TO

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

JC 760 534

REPORT TO

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

This report to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, is for

(1) Initial Consideration X

(2) Renewal Consideration _____

of Coastline Community College
College

This report was prepared by

Bernard J. Luskin
President

Bernard J. Luskin
Signature

May 1, 1976
Date

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Part I

Official Name and Location of the Institution

The official name of the institution is Coastline Community College. The interim address for the administrative offices of the college is:

1370 Adams Avenue
Costa Mesa, California 92626

Since Coastline Community College has been established as a college beyond walls, instruction will occur at over 70 community sites (Exhibit 1) as well as in the home of each student enrolled in CIS courses using television.

Official Governing Agency

Coastline Community College is the third college of the Coast Community College District. Dr. Norman E. Watson is Chancellor. The five-member governing Board of Trustees includes:

Robert L. Humphreys, President
William E. Kettler, Vice President
George Rodda, Jr.
Donald G. Hoff
Worth Keene

Nature of the Institution

Coastline Community College is a public, non-profit, comprehensive community college.

Legal Authority

On February 25, 1976, the Board of Trustees of the Coast Community College District, by unanimous vote, established the third college, a college without walls, in accordance with Education Code Sections 15353 and 22650 (Exhibits 2 and 3, respectively). The college is authorized to issue Certificates of Achievement and the Associate of Arts degree (Exhibits 4 and 5, respectively).

Operational Plan

Coastline Community College is scheduled to open in September 1976, offering two 18-week semesters and one summer session per fiscal year. The calendar for the first college year is presented in Exhibit 6.

History of the Institution

When the Board of Trustees approved the creation of a third community college for the Coast Community College District on February 25, 1976, the action was in fact a reorganization of existing components into more efficient and responsive units. On April 7, 1976, the Board of Trustees unanimously approved Coastline Community College as the name of the new college.

Created as the college beyond walls, Coastline Community College is to assume responsibility for instruction at over 70 community sites, for instruction offered over KOCE-TV, Channel 50, and for courses offered by newspaper, over radio, and through correspondence. Coastline Community College is charged with taking educational programs into the community in flexible and diverse ways, using a broad range of services and facilities available in the community, and making maximum use of coordinated instructional delivery systems.

The Board action was the result of more than a year's study by a District-wide task force which analyzed the current status of the District in terms of population growth and enrollment growth at Orange Coast College and Golden West College, and analyzed trends in education nationwide in terms of acceleration of change, reordering of traditional approaches to schooling, the need to see education as a continuous process, and the need to prepare people, not just for jobs, but to live in a total and dynamic environment. In total, six possible models were examined and when the capabilities of the District were analyzed in terms of the various response routes, the creation of Coastline Community College became the appropriate alternative.

The following facts were noted:

- Last year, Coast Community College District had an unduplicated enrollment of 111,751. The total population of the District was 491,769. Assuming that approximately one-half of the population was over the age of 18, the District had enrolled 45% of the adults in the District.

- Educational programs in the District were offered by the two colleges, Orange Coast College and Golden West College. The evening college program was coordinated district-wide through a separate administration.

- Orange Coast College, the first college in the District, opened with an enrollment of 515 in 1948. Golden West College opened in 1966 with 2077 students. Orange Coast College, at that time, had grown to 6223. Both Orange Coast College and Golden West College were master planned for maximum enrollments of 13,500* at each college.

- Day enrollment, spring 1976, exceeded the master planned enrollment by 1850 at Orange Coast College. Golden West College was within 1345 students of its master plan.

- Effective July 1, 1976, approximately 13 square miles of territory and a population of 95,807 from the Garden Grove Unified School District will be transferred to the Coast Community College District; 60-65% of all Garden Grove students will be attending college in the Coast Community College District.

- Orange Coast College, with a current enrollment of 32,791** is the largest community college in the nation. Golden West College, only ten years old, ranks as one of the largest community colleges in California, at 21,156.** Enrollment has more than doubled at Orange Coast College during the last ten years, despite the formation of a second college in the District.

- The ADA of the District had more than doubled during the last six years, from the period 1969-70 to 1975-76, growing from 14,082 to 30,220, or by 114.6% (Figures 1 and 2).

- It was projected that the population of the District will increase by 100,000 in the next ten years (Figures 3 and 4). Full-time enrollment would increase by 15,000 within the next ten years, not counting increased efforts to serve the new clientele or to expand offerings (Figures 3 and 4). Indications were that growth in full-time enrollment and in unduplicated individual enrollment will be greater during the period 1976-1986 than during the period 1966-1976, since the establishment of Golden West College (Figures 5 and 6).

---

*Daytime enrollment
**Total enrollment, combined day and evening

- Past projections of growth had been consistently on the conservative side. The latest, made on the 25th anniversary of the District in 1971 for the period from 1972-1975, fell 38% short of the actual attainment in the fall of 1975 (Figures 7, 8, and 9).

- Growth projections, added to our experience records, gave substantial indication that the two existing college campuses would not have the ability to meet future needs.

Faced with continued growth, new trends, and new demands, the Board of Trustees considered the following:

- Restrictions that exist on state funds for site acquisition and construction coupled with the reluctance of local taxpayers to pass bond issues that would support escalating building costs pointed to the necessity of developing a more creative approach to meeting the new needs.

- Coast Community College District has never been in a better position to address meeting such needs by means of new delivery systems and the new technology. The District had pioneered in the field of education by television and had demonstrated that students can and will enroll in quality courses. The District also has the ability to produce and deliver such courses.

- The work that the District is now engaged in with Dr. Peter Goldmark as a member of the national consortium, ACCESS, also provides tremendous potential in developing new delivery capability.

Based on the needs analysis, the Board of Trustees, in their meeting of February 25, 1976, unanimously recommended the establishment of Coastline Community College and directed that implementation be started immediately.

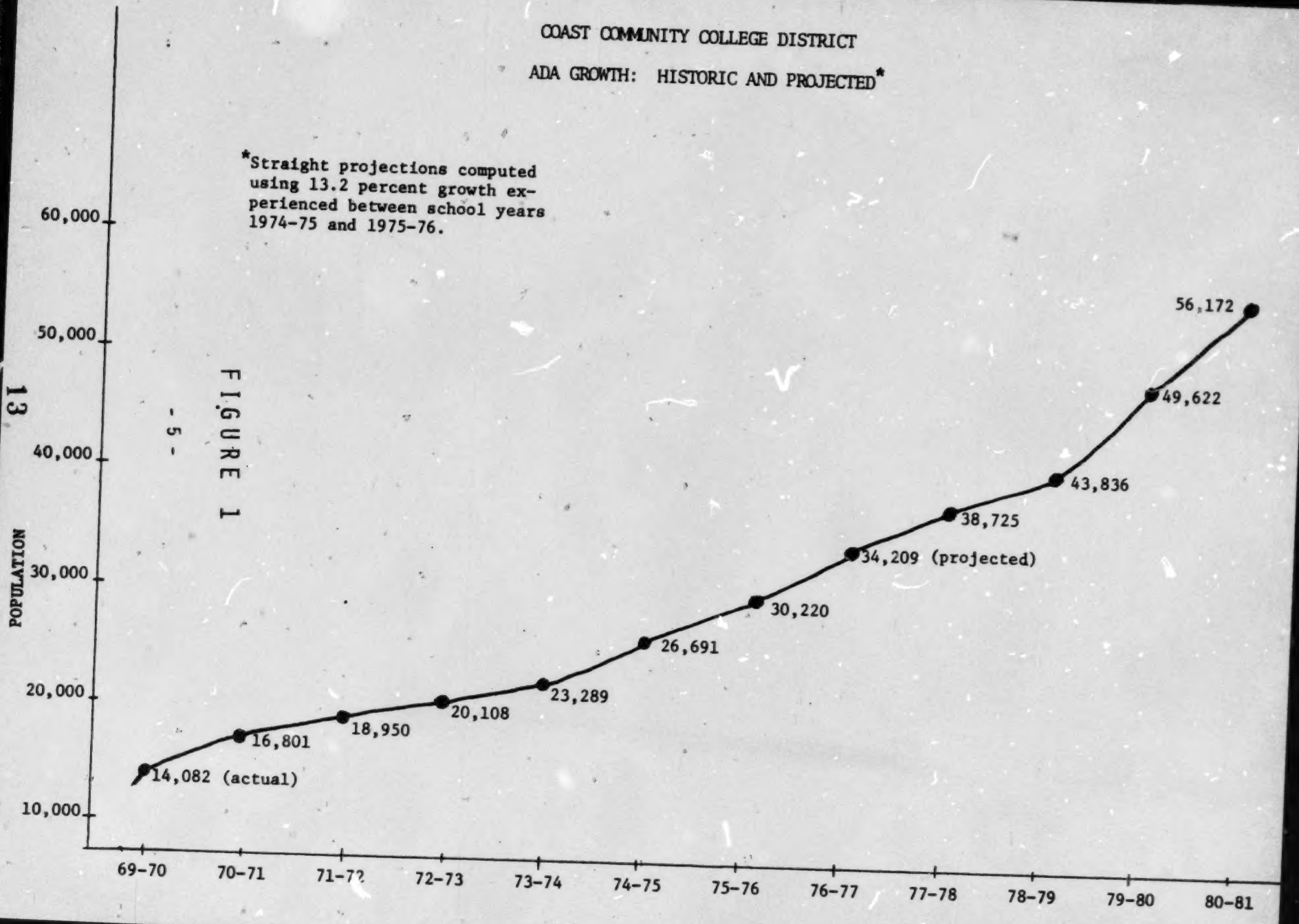
A nationwide search for a college president was initiated. Subsequently, four key administrative positions were announced including the Dean of Instruction; Dean of Student and Community Services; Dean of Admissions, Records, and Information Services; and Director of Business Services. While the search was conducted, District staff proceeded to gather information and prepare strategies for the new administrative team to consider. On April 21, 1976, Dr. Bernard J. Luskin was appointed President of Coastline Community College. Work toward the goal of an operational institution by July 1, 1976 was underway.

FIGURE 1

COAST COMMUNITY COLLEGE DISTRICT

ADA GROWTH: HISTORIC AND PROJECTED*

*Straight projections computed using 13.2 percent growth experienced between school years 1974-75 and 1975-76.



COAST COMMUNITY COLLEGE DISTRICT

ADA GROWTH: HISTORIC AND PROJECTED*

Year	ADA	Increase Over Preceding Year	% Growth Over Preceding Year
1969-70	14,082 (actual)	1,679	13.5
1970-71	16,801	2,719	19.3
1971-72	18,950	2,149	12.8
1972-73	20,108	1,158	6.1
1973-74	23,289	3,181	13.6
1974-75	26,691	3,402	14.6
1975-76	30,220	3,529	13.2
1976-77	34,209 (projected)	3,989	13.2
1977-78	38,725	4,516	13.2
1978-79	43,836	5,112	13.2
1979-80	49,622	5,786	13.2
1980-81	56,172	6,550	13.2

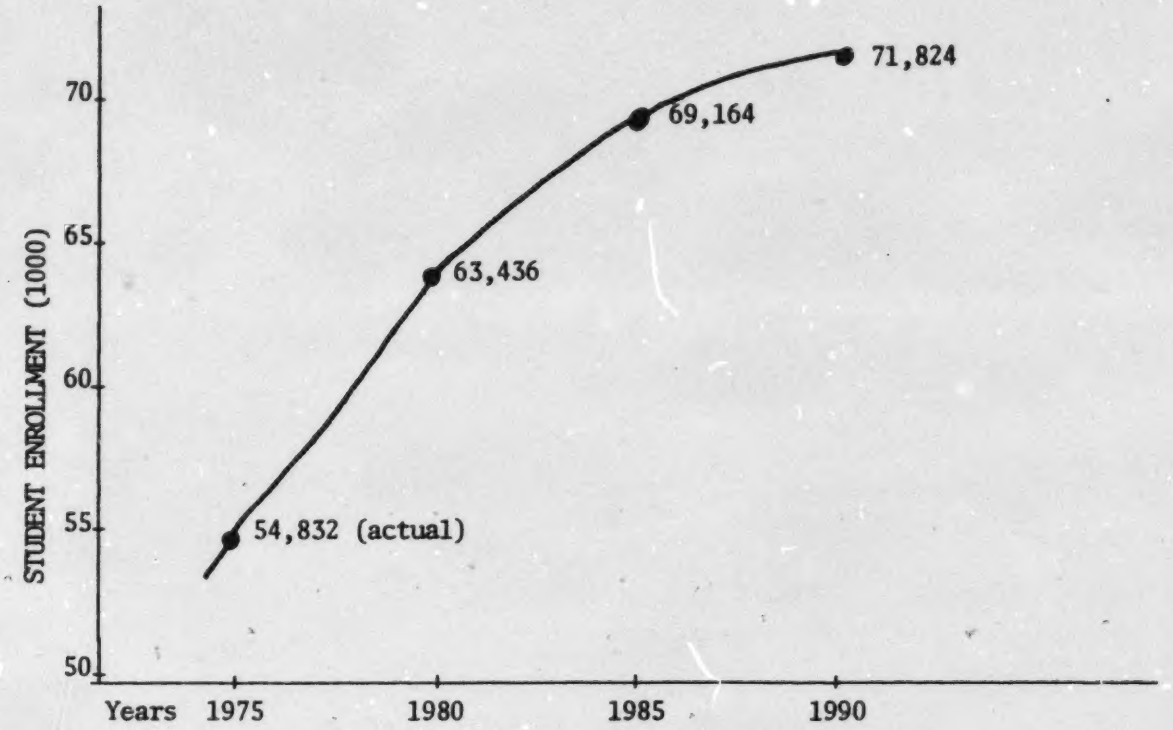
*Straight projections computed using 13.2 percent growth experienced between school years 1974-75 and 1975-76.

FIGURE 2

FIGURE 3

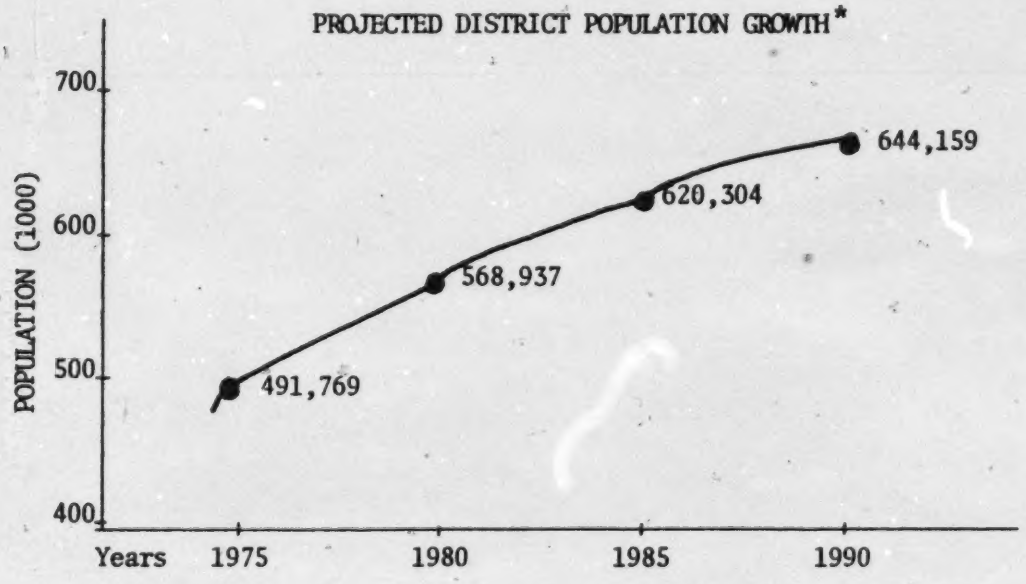
EXPECTED STUDENT ENROLLMENT*

FOR COAST COMMUNITY COLLEGE DISTRICT



*Enrollment projections computed using fall, 1975 actual enrollment, which reflects an increase of 11.15% over the prior year

PROJECTED DISTRICT POPULATION GROWTH*



*Projections by Forecast and Analysis Center, Program Planning Division, Orange County Administration

EXPECTED STUDENT ENROLLMENT*

FOR COAST COMMUNITY COLLEGE DISTRICT

BY PROJECTED POPULATION INCREASE

	Population	Student Enrollment	% Annual Growth	State Department of Finance Projections
1975	491,769	54,832 Actual	11.15	54,810
1980	568,937	63,436	11.15	64,330
1985	620,304	69,164	11.15	68,660 (1984)
1990	644,159	71,824	11.15	No State Department Projection Available

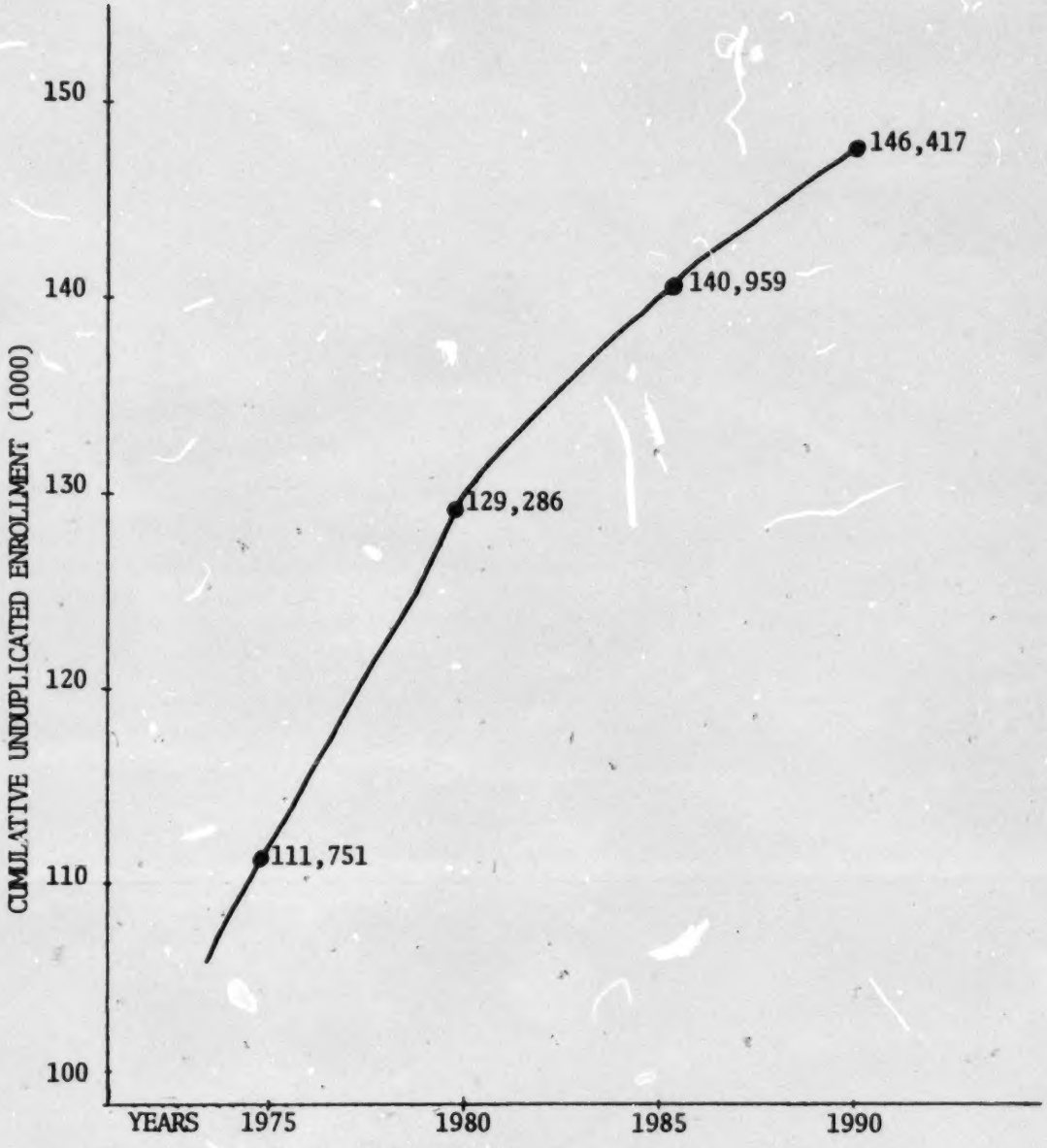
*Student enrollment is projected from Fall 1975 official fourth week enrollment, which represents an increase of 11.15% over the Fall 1974 base. Actual enrollment increases have usually been larger than State Department of Finance projections for the same time period.

Population projections computed by Forecast and Analysis Center, Program Planning Division, Orange County Administration.

FIGURE 4

EXPECTED INCREASE IN CUMULATIVE UNDUPLICATED ENROLLMENT

FOR COAST COMMUNITY COLLEGE DISTRICT*



*Based on actual data and current intensity of operations. Cumulative Unduplicated Enrollment figure for 1975 drawn from California Community College Attendance Forms. See accompanying table.

FIGURE 5

EXPECTED INCREASE IN CUMULATIVE UNDUPLICATED ENROLLMENT *
FOR COAST COMMUNITY COLLEGE DISTRICT
BY PROJECTED POPULATION INCREASE

	District Population	Cumulative Unduplicated Enrollment	Annual Growth (Percent)
1975	491,769	111,751 actual	22.7242
1980	568,937	129,286 projected	22.7242
1985	620,304	140,959 projected	22.7242
1990	644,159	146,417 projected	22.7242

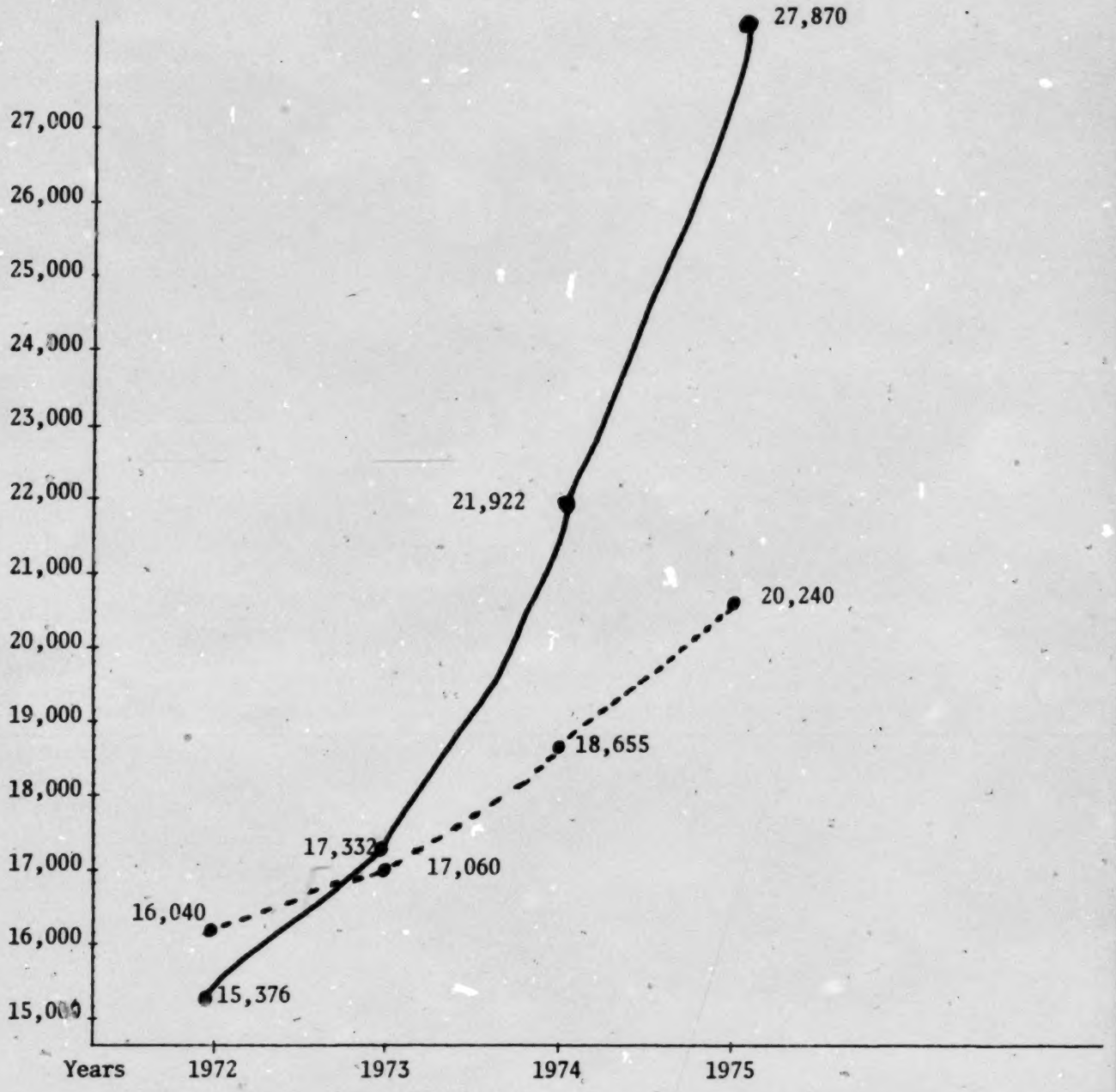
Population projections computed by Forecast and Analysis Center, Program Planning Division, Orange County Administration

*Official Cumulative Unduplicated Enrollment figures are drawn from California Community College Attendance Forms. Base used for enrollment projection is increase of 22.7242% experienced between 1974 and 1975.

FIGURE 6

FIGURE 7

A COMPARISON BETWEEN PROJECTED DAY ENROLLMENT AND ACTUAL DAY ENROLLMENT FOR COAST COMMUNITY COLLEGE DISTRICT*



*Figures used for history and projections represent day college enrollments at Orange Coast College and Golden West College for the fall semester of the years 1972 through 1975.

Solid line represents actual enrollment
Broken line represents projected enrollment made by the Office of Research, Coast Community College District, in fall 1971.

A COMPARISON BETWEEN PROJECTED DAY ENROLLMENT

AND ACTUAL DAY ENROLLMENT

FOR COAST COMMUNITY COLLEGE DISTRICT*

(1972 through 1975)

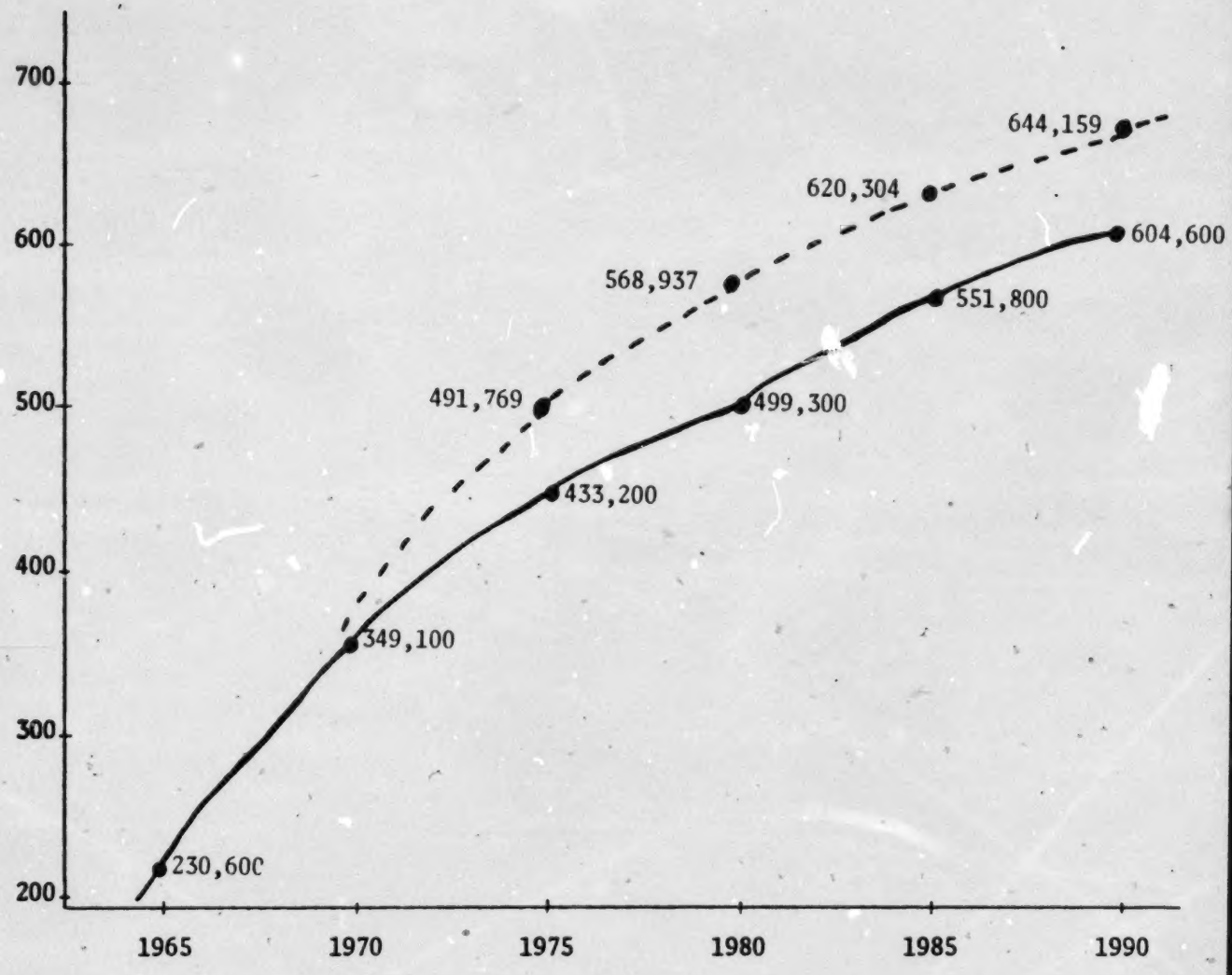
Year	Projected Day College Enrollment	Actual Day College Enrollment	% Greater Than Projection
1972	16,040	15,376	
1973	17,060	17,332	1.59%
1974	18,655	21,922	17.50%
1975	20,240	27,870	37.70%

*Figures used for history and projections represent day college enrollments at Orange Coast College and Golden West College for the fall semester of the years 1972 through 1975.

FIGURE 8

A COMPARISON OF POPULATION PROJECTIONS*

FOR COAST COMMUNITY COLLEGE DISTRICT



*Solid line represents projections made for Coast District in 1970 by William L. Periera Associates of Corona del Mar.

Broken line reflects growth projections based on 1975 data collected by the Forecast and Analysis Center of the Orange County Program Planning Division

FIGURE 9

Part II

FUNCTIONS AND OBJECTIVES

Coastline Community College is to provide opportunities for learning throughout the Coast Community College District in flexible and diverse ways, involving the human and physical resources, services, and facilities available in the community.

> *As a comprehensive community college beyond walls, the mission is to create access to postsecondary education for all who are interested and to provide a variety of options for involvement in the learning process throughout life.*

Consistent with this mission statement, the program objectives of Coastline Community College are to provide a broad program of:

- Adult Continuing and Recurrent Education
- Career Education
- Student Support Services
- Community Services
- Transfer Education
- Cultural and Personal Enrichment Opportunities

The comprehensive programs and services of Coastline Community College address, with particular emphasis, the needs of the new clientele. This clientele tends to be older and their educational needs tend to be recurrent and continuing. These needs include retraining, personal enrichment, and lifelong learning for a wide variety of purposes.

In addition to regular courses offered in a variety of settings, and through a variety of mediums, the students also have the opportunity to participate in independent study, cooperative education, work-study programs, and on-the-job training. The basic philosophy of Coastline Community College is that every individual shall have the opportunity for an education up to the limits of his or her potential.

Coastline Community College provides an organized thrust for the essential systemwide objectives to which this District is committed.

Procedures for Developing Functions and Objectives

The cited functions and objectives are the cumulative result of task force information and District and Coastline Community College administrative staff thinking. In reorganizing the District services, the

unique focus of this institution became apparent. The functions and objectives represent the current thrust of this new institution. As the institution develops, continuing assessment of the functions and objectives will be a process involving administrators, faculty, and students.

Plans to Develop Understanding and Implementation of Functions and Objectives

Of critical importance in the operation of Coastline Community College will be a pervasive understanding of the college functions. This understanding will be conveyed to faculty and staff as well as the community which it is designed to serve. Already press releases and informational materials have been distributed for public review (Exhibit 7). In addition, the functions and objectives will be included in the college catalog and the schedule of classes. Faculty and staff will participate in a variety of activities which will aid them in understanding the nature of this nontraditional college and the statements themselves will be utilized in assessing the direction of institutional activities.

Relationship of Functions and Objectives for Decision-Making

The functions and objectives serve as a basis for determining all college policies and procedures. Policy considerations include student admission and retention, curricula, other educational services, and finance. As has been demonstrated in the long-successful operation of its Evening Division, the Coast Community College District has been most responsive to community educational and service needs. The creation of the college and the development of the cited functions and objectives are, in some ways, a formal recognition of the manner in which the District has responded to student and community needs. For example, the offering of courses by television was in direct response to implied, though unstated, functions and objectives of the District itself. This consolidation of services and the formalized statement of functions is at the heart of this third institution. This will become increasingly evident as the services and practices of Coastline Community College are described.

EDUCATIONAL PROGRAM

Drawing from the cited functions and objectives, the curriculum and educational offerings of Coastline Community College will be developed and refined to meet the needs of the target populations. While assuming the existing courses and programs presently offered by the Evening Division at community sites and encompassing the present instructional

offerings of KOCE-TV and local newspapers, procedures and plans for review, deletion and creation of new programs will be of primary importance. While the educational offerings initially will be the result of a District reorganization, the uniqueness of Coastline Community College will evolve and be reflected in its educational program offerings. Presently more than 20,000 students are involved in courses offered at locations throughout the community (Exhibit 1). This is more than sufficient students to warrant specific administrative attention.

Curriculum Areas and Programs

In addition to the diploma courses for potential high school graduates, the traditional general education courses now available through community sites, television, and newspaper, Coastline Community College offers Certificates of Achievement in the following areas:

- Landscape Maintenance
- Accounting
- Basic Banking Skill
- Basic Bank Management
- Business Management and Marketing
- Escrow
- Insurance
- Personnel Associate
- Purchasing
- Real Estate
- Sales and Marketing Management
- General Office Practices
- Legal Assistant - Basic
- Legal Secretary
- Barbering
- Secretarial Science
- Travel Agency
- Construction Inspection
- Electrical Power
- Mobile Home and Recreational Vehicle
- Occupational Safety and Health
- Petroleum Technology
- Plastic Technology
- Quality Assurance
- Supervision: Governmental Service
- Supervision: Industrial/ Business
- Urban Planning

Details of these curriculums may be found in the college catalog and in the actual outlines of all courses offered (Exhibit 8). In general, these certificates are issued to students who complete the major courses in these programs; if they wish to pursue an Associate Degree, they need only complete the general education courses and the required number of units for graduation.

Several new courses have been approved for the fall 1976 semester including the following (Exhibit 9):

- Machine Embroidery with Attachment Use
- Clothing for the Physically Limited
- Bicycle Repair and Maintenance
- Puppetry for Young Children, Intermediate
- Special Services and Fringe Benefits (External) II

Federal, State, and Local Governmental Roles in Planning
Moral Choices in Contemporary Society (newspaper course)
Oceans: Our Continuing Frontier
Stained Glass, Intermediate
Air Brush Techniques
Acrylic Painting and Supergraphics
Income Tax, Intermediate
Income Tax, Advanced
Plays as Literature
Woodworking, Intermediate
Bridge, Intermediate
Freehand Sketching (supplement course to television course)
Mexico: Culture and Language
Lapidary
Bowling, Intermediate
Boat Repair and Maintenance

These courses reflect expressed interests and learning desires of the population this college seeks to serve.

There is concern relative to the general education courses required for the Associate of Arts degree, for transfer to a four-year institution, in general, and to the California State Colleges and Universities, specifically. Once the administrative staff is in place and the Curriculum Council has been formed, determinations will be made as to the specific general education courses required or recommended for a specific purpose. Presently, and for efficiency and integration of operations, Coastline Community College will use policies of Orange Coast College as official guidelines and regulations. During its first year of operations these policies will be reviewed in terms of appropriateness to the new college.

Channel 50, KOCE-TV, Huntington Beach, is an integral component of Coastline Community College. All courses broadcast on Channel 50 within the Coast Community College District will be offered for credit under the auspices of Coastline Community College. Broadcast courses for credit are not a new endeavor for the Coast Community College District. In the past, these courses were coordinated at the District level and at both Golden West College and Orange Coast College, respectively, and included the following (Exhibit 10):

THE ADAMS CHRONICLES
CLASSIC THEATRE: THE HUMANITIES IN DRAMA
CONTEMPORARY CALIFORNIA ISSUES
THE HOME GARDENER
LAW FOR THE 70'S
INTRODUCTION TO PHYSICAL GEOGRAPHY
FREEHAND SKETCHING I
DIMENSIONS IN CULTURE
PSYCHOLOGY - AS MAN BEHAVES
FROM CHANT TO CHANCE
CONNIE'S CLOTHING CORNER
THE ASCENT OF MAN
YOGA WITH MADELINE
MAN AND ENVIRONMENT
HISTORY OF ART

Spring 1976 enrollment in broadcast courses was 6353. It was determined that too much confusion and duplication resulted from Orange Coast College, Golden West College, Evening Division, and District staff each having administrative units operating broadcast courses.

Courses for television which are presently in the planning and/or production phase include:

ASTRONOMY
BIOLOGY
CHILD DEVELOPMENT
HOME DECORATING

Courses by newspapers that were previously coordinated by the Evening Division will now be offered through Coastline Community College. Courses to be offered by Coastline Community College for the future include:

IN SEARCH OF THE AMERICAN DREAM
MORAL CHOICES IN CONTEMPORARY SOCIETY
OCEANS

The development and offering of courses responsive to student population needs will have a continuing priority for Coastline Community College. With instruction being the primary purpose for existence, the responsiveness of the college to meeting student needs through a variety of mediums is recognized to be critical to continued success. Flexibility and responsiveness are central to the college mission.

Procedures for the Initiation of Curriculums and Programs

Overall curriculum planning and approval will be the responsibility of the college Curriculum Council composed of:

College President, Chairperson
Dean of Instruction
Dean of Admissions and Information Services
Program Administrators
Director of Learning Systems and Services
Faculty, ad hoc, by curriculum area under review, coordinated by the Dean of Instruction

The Curriculum Council is charged with overall responsibility for the development of curriculum and instruction. It reviews curricular proposals and recommends adoption, through the college president, to the Chancellor and Board of Trustees.

Proposals for all new courses, course revisions, or deletions, will proceed through the following steps:

1. Recommendation by a faculty member, program administrator, or college administrator for Council consideration. Endorsement by Advisory Committee included if appropriate.

2. The Council discusses the course and makes suggestions as to problems or needed changes if necessary.

3. The proposal may be carried at the initial meeting as an action item or carried over to the subsequent meeting.

4. Upon approval of the Council, the course is recommended for approval through District Chancellor to the Board of Trustees.

5. When given final approval at the District level, the course is submitted for state approval by the State Chancellor.

Vocational programs are initiated through an informal planning committee to initially determine the job opportunities (need analysis) and student demand. If the planning committee's activity resulted in an identified need for the proposed program, an advisory committee is established to develop curriculum, facilities, and staff recommendations. Following the inception of all occupational programs, advisory committee meetings are held at least once a year to evaluate the program, recommend curriculum modifications, and provide sources of employment for graduates.

When KOCE-TV and the Instructional Design Team of Coastline Community College are to be involved in the actual design and production of a televised course for credit, coordination with the station management team will be included to ensure that the total system (e.g., video segment, books, study guides, etc.) meets established criteria. The procedures for the development and distribution of a CIS are illustrated in the following activity flow diagram (Figure 10).

Educational Development Plans

As the educational programs of Coastline Community College evolve, attention will be paid to stressing innovative features and options. Such items will include:

1. Varied length classes and arrangements in cases where a complete course does not require a full semester. The intent is to broaden students' learning experiences by encouraging them to enroll in classes that appeal to their particular interests but where content fits varied and flexible time allocations.

ACTIVITY FLOW DIAGRAM

PHASE I

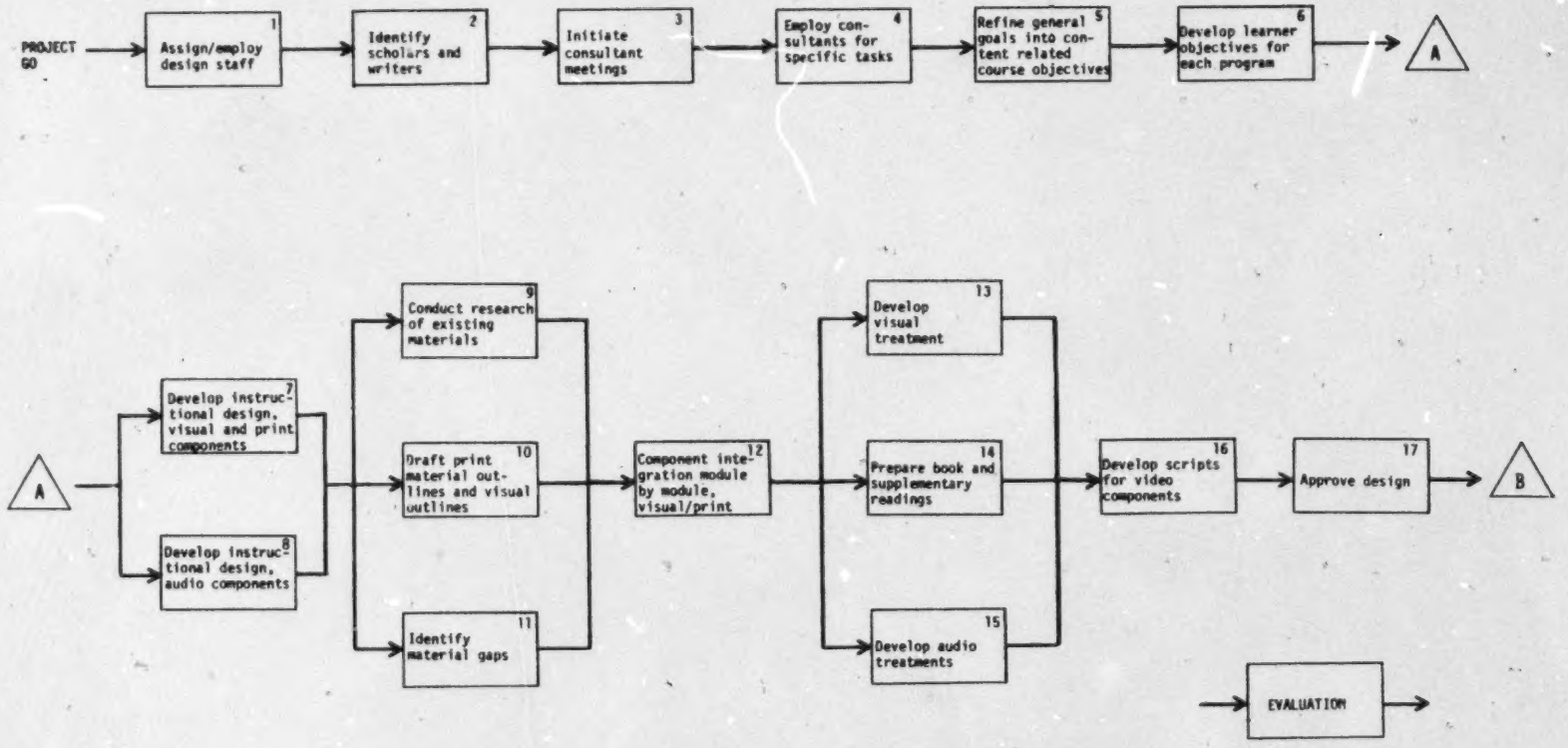
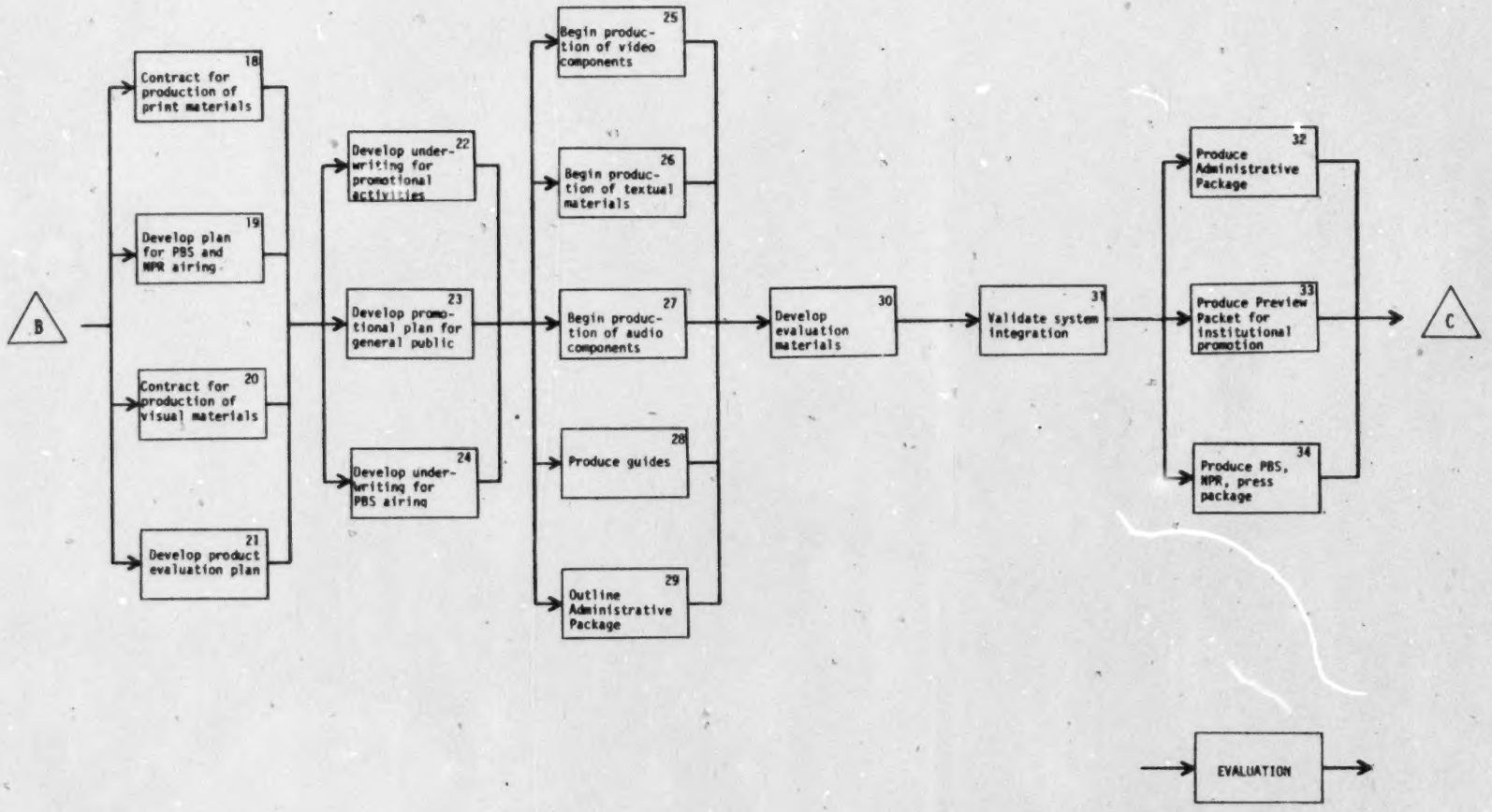
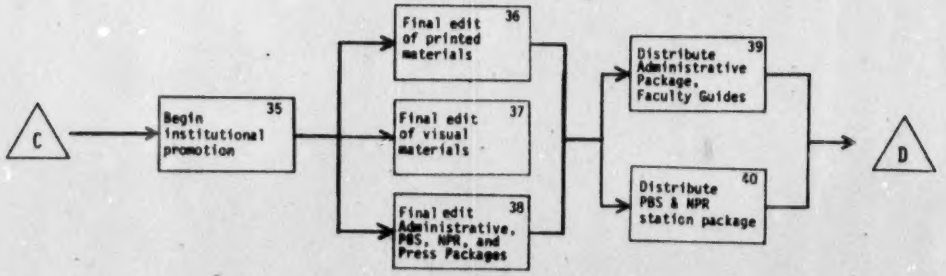

PROJECT GO
1 Assign/employ design staff
2 Identify scholars and writers
3 Initiate consultant meetings
4 Employ consultants for specific tasks
5 Refine general goals into content related course objectives
6 Develop learner objectives for each program
A
A
7 Develop instructional design, visual and print components
8 Develop instructional design, audio components
9 Conduct research of existing materials
10 Draft print material outlines and visual outlines
11 Identify material gaps
12 Component integration module by module, visual/print
13 Develop visual treatment
14 Prepare book and supplementary readings
15 Develop audio treatments
16 Develop scripts for video components
17 Approve design
B
EVALUATION

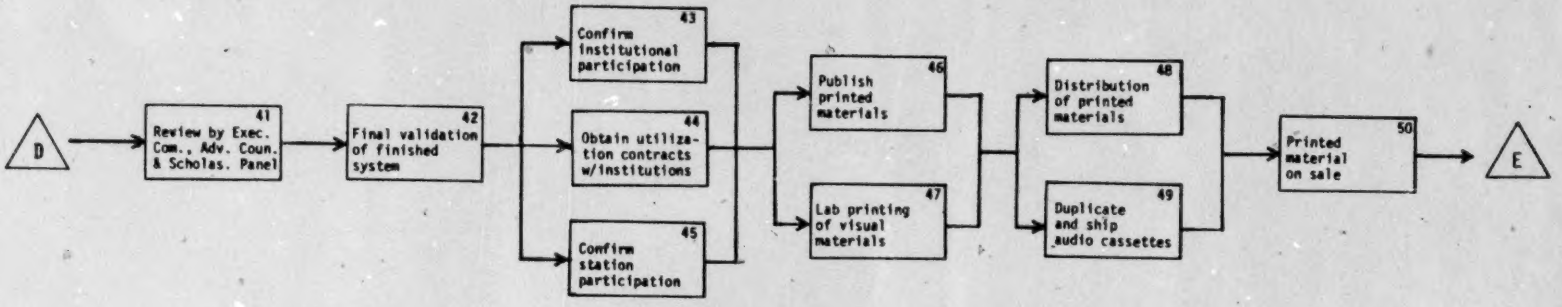
FIGURE 10

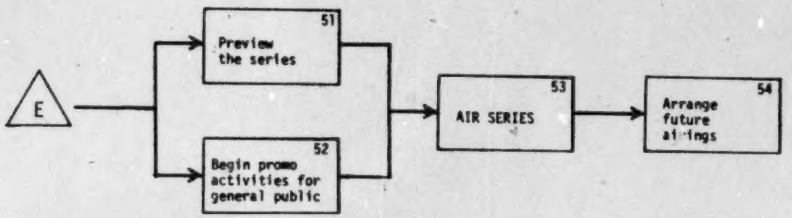
PHASE II

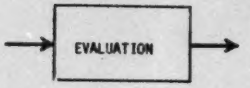

B
18
Contract for production of print materials
19
Develop plan for PBS and NPR airing
20
Contract for production of visual materials
21
Develop product evaluation plan
22
Develop underwriting for promotional activities
23
Develop promotional plan for general public
24
Develop underwriting for PBS airing
25
Begin production of video components
26
Begin production of textual materials
27
Begin production of audio components
28
Produce guides
29
Outline Administrative Package
30
Develop evaluation materials
31
Validate system integration
32
Produce Administrative Package
33
Produce Preview Packet for institutional promotion
34
Produce PBS, NPR, press package
C
EVALUATION


C
35
Begin institutional promotion
36
Final edit of printed materials
37
Final edit of visual materials
38
Final edit Administrative, PBS, NPR, and Press Packages
39
Distribute Administrative Package, Faculty Guides
40
Distribute PBS & NPR station package
D

PHASE III


D
41
Review by Exec. Com., Adv. Coun. & Scholas. Panel
42
Final validation of finished system
43
Confirm institutional participation
44
Obtain utilization contracts w/institutions
45
Confirm station participation
46
Publish printed materials
47
Lab printing of visual materials
48
Distribution of printed materials
49
Duplicate and ship audio cassettes
50
Printed material on sale
E


E
51
Preview the series
52
Begin promo activities for general public
53
AIR SERIES
54
Arrange future airings


EVALUATION

2. "Field" courses in which a major portion, and in some cases all, of the teaching takes place in the field as opposed to the classroom setting.

3. The Weekend College whereby a student may complete a certificate or degree program by attending Friday evenings, Saturdays, and Sundays.

Methods Used to Appraise Curriculums, Programs, and Courses

A variety of mechanisms are employed to assess college curriculums, programs, and courses. The measures may include:

1. Advisory committee feedback in areas where such input is necessitated

2. Student enrollment and retention in specific programs (continuing assessment)

3. Faculty and administrative assessments

4. Follow-up studies such as the one presently underway in relation to the fall offering of CLASSIC THEATRE: THE HUMANITIES IN DRAMA (Exhibit 11)

5. Student input, obtained voluntarily in counseling sessions or through the student evaluation forms which faculty members may distribute on an optional basis (Exhibit 12)

The Dean of Instruction and Dean of Admissions, Records, and Information Services will carry out a continuous and organized program of course evaluation.

Course Evaluation Procedures

In much the same fashion as described above, courses will be evaluated on the basis of various types of data and information. Student interest (e.g., enrollment) as well as student retention in a course are somewhat reflective of its value. Students will be asked to complete course evaluation forms and information will be sought from appropriate community agency representatives. Such sources will give the faculty, administration, and Curriculum Council guidance as to when a course should be revised or deleted from the college offerings.

Methods to Evaluate the Quality of Instruction

In accordance with Board policy (Exhibit 13, #060-2-4) and in accordance with administrative procedure (Exhibit 13, #0060-2-4), uniform standards and approved procedures for the evaluation and improvement of instruction will be detailed once the administrative staff and faculty are in place. Students will be encouraged to participate in the process. All temporary personnel will be evaluated at least once per year; all regular personnel at least once every two years. The personnel evaluation policies, procedures, and forms currently utilized by the District (Exhibit 14) will be adapted for temporary use by Coastline Community College; however, revised procedures appropriate for the college will be developed in the near future. Personnel policies are being developed District-wide and will be the same for all three accredited colleges.

Faculty Involvement in the Improvement of Instruction

Coast Community College District has demonstrated a long commitment to the improvement of instruction. A number of programs are available to Coastline Community College faculty members which encourage and assist instructors in evaluating and improving their courses and instructional strategies. District policies and procedures provide for the following:

- Professional Improvement Leaves (Exhibit 13, #060-1-1)
- Sabbatical Leaves (Exhibit 13, #060-1-5; 0060-1-5.1 to 0060-1-5.5)
- Professional Improvement (Exhibit 13, #060-2-1)
- Professional Improvement and Work Experience Credits (Exhibit 13, #060-2-2; 0060-2-2, 0060-2-2.1; 0060-2-2.2 to 0060-2-2.4)
- Campus and District Sponsored Workshops
- Conference Attendance (Exhibit 13, #060-2-3; 0060-2-3)

Coastline Community College faculty will also have the opportunity to take advantage of the Faculty Fellowship Program (Exhibit 15) which provides funds for projects designed to improve instruction. The Discretionary Grant Program will provide funds to the Dean of Instruction to allocate at his or her discretion. Coastline Community College faculty will also be able to participate in the District-wide competition for Experimental and Impact Grant funds.

As described in the section dealing with college staff, the faculty will have inservice opportunities available, guest speakers as appropriate to their specific needs, specialized workshops, and seminars. As the college grows, we expect that new forms of programming will be necessary to inspire the largely part-time faculty member to evaluate and improve his or her instruction.

In adhering to the college functions and objectives, new techniques for instructional improvement will undoubtedly need to be found. Extreme care will be taken in evaluating the instruction for it has been said that, on one hand, the part-time faculty member is not as strong as the full-time faculty member because of the limited amount of time the person has to devote to the instructional duties. Conversely, it has been argued, that the part-time instructor is, in fact, a better instructor than the regular college faculty member because of the continuing and practical involvement in the field in which he or she teaches. While we do not propose to involve ourselves in such a debate, we also want to be sure that we do not enter this process with any stereotypical attitudes.

The problems and challenges of inspiring both the full- and part-time faculty and staff in this new institution are recognized. To meet the needs, a concerted effort will be made by the administration and staff of the college in the areas of staff development and improvement of instruction.

Nature and Description of Instructional Resources and Materials

Delivery and service mechanisms will be developed in response to the instructional needs. Although some services have been made available to part-time faculty teaching in community sites through the present Evening Division, they are recognized as being generally inadequate. A preliminary survey of part-time faculty has revealed a heavy reliance on personal equipment, instructional materials, and teaching aids. In many ways, the evening faculty have felt they hold second class citizenship in a District. This is typical of most part-time teachers in most community college districts. To correct this situation, mechanisms will be developed and implemented to provide our teaching staff with the services they need to ensure a quality instructional program regardless of the instructional site or instructional medium. An instructional materials center will be developed to serve Coastline Community College faculty. Delivery, set-up, and maintenance services will be developed for off-campus sites and faculty sessions, programs, and opportunities will be designed toward the goal of improving each teaching/learning environment.

Nature and Findings of Institutional Studies

There are only a few institutional studies which can be attributed to those components now comprising Coastline Community College. Available for review are the grade distribution reports for the Evening Division (Exhibit 16) and KOCE viewer studies which include references to courses by television (Exhibit 17). Student evaluations of instruction have been included in personnel files when utilized but no attempt has been made to consolidate such contributions in a report fashion.

Follow-Up Studies

To date, no attempts have been made to follow up students who participated in community site courses and some research has been carried out with students enrolled in television courses (Exhibit 17). Follow-up mechanisms will be developed and implemented during the first years of operation.

The District Office of Vocational Education conducts an annual follow-up study of occupational program graduates. This information enables the institution to determine the viability of its programs and also provides the instructor with the names of prospective employers for future graduates.

INSTITUTIONAL STAFF

Coastline Community College recognizes that its success will depend upon a dedicated and committed staff willing to serve its interests as an institution of higher learning, as a professional entity, and as a community service. Since the institution is, by definition, not a traditional entity, it will be critical to the success of the college that the staff be carefully selected with the primary goals and objectives of the college fully in mind.

Staffing

At this point in time, we cannot predict what the total staff will be. The known administrative positions are (1) President, (2) Dean of Instruction, (3) Dean of Admissions, Records, and Information Services, (4) Dean of Student and Community Services, and (5) Director of Business Services. Since the new college is responsible for instruction at over 70 community sites and for the courses by television, newspaper, radio, and correspondence, the instructional staff are part-time and are made up of those presently on the faculties of

Orange Coast College and Golden West College with about 50% being part-time from other colleges or from industry or the profession in the field of their teaching.

The 1975-76 certificated salary schedule and administrative salary schedule are given in Exhibit 13 (#0060-2-10). Placement of personnel on the schedule will be in accordance with District procedure (Exhibit 13), #0060-2-11). Television course facilitators will be employed in accordance with District procedure (Exhibit 13, #0060-2-15).

As previously noted, teachers are drawn from the faculties of the other colleges of the District, nearby colleges, and from the community. Hired on a part-time basis, they are often local professionals practicing the skills they teach. In Coastline Community College it will be common to find a craftsman sharing his art, a local lawyer teaching law, the director of a local day care center conducting a course in child development, or a town official teaching a class in local government. In combining local classrooms and professional members of the community with the skills of the Coast Community College District full-time faculty members, continuing education is created from within and throughout the community itself.

Support staff to the positions outlined as well as other mid-management positions will be established in the near future. There will be significant support for instructional personnel in terms of classified personnel, instructional materials development, utilization of media, and other instructional resources. The District will provide considerable professional staff for this new institution.

Procedures for Staff Recruitment, Orientation, and Professional Development

The highest priority will be given to staff recruitment in order to secure outstanding applicants to fill anticipated staff vacancies. Strict adherence will be directed to the principle embodied in the California and Federal laws, guidelines, directives, and court interpretations relating to equal employment opportunities and affirmative action. The college seeks to employ and retain highly qualified persons without regard to race, creed, color, or national origin, nor shall any person be denied employment because of age, sex, handicap, or marital status.

Recruitment of staff will be coordinated through the office of the Vice Chancellor, Employee Relations, and will be in accordance with the District Affirmative Action Policy and Procedures (Exhibit 13, #0050-5-1 through 0050-5-8). Incorporated in that policy are detailed descriptions for the announcement and selection of personnel to fill either certificated or classified positions.

Staff orientation activities are of great concern as positions are filled. While it is hoped that the selection process will result in the employment of individuals who have an understanding of the mission and objectives of a college beyond walls, it will nonetheless be important to provide a variety of orientation activities to infuse the implications of the concept into the ongoing operation of the college. It has long been recognized that many persons enter the community college in an employed capacity without a full understanding of its purpose or role (e.g., Terry O'Banion, Teachers for Tomorrow: Staff Development in the Community and Junior College. Tucson: University of Arizona Press, 1972). With this as a general background and with the creation of a new dimension to the community college movement through Coastline Community College, it will be important to address and increase awareness among all who are staff and who will be placed in the position of explaining the institution and its role to the general public. Therefore, during the first year of college operation, the Dean of Instruction shall develop and offer to all staff, certificated and classified, a planned program of orientation to learning commitments, college mission, and purpose as they apply to Coastline Community College.

Professional development opportunities will be available to college staff through a variety of mechanisms. The Board of Trustees has adopted a Professional Development Program (Exhibit 13, #0060-2-2) designed to provide staff development experiences for certificated personnel. As with the other two member colleges of the District, Coastline Community College will be allocated District funds for support of the program objectives. A similar program for classified staff is currently under development.

In addition to the Professional Development Program, certificated staff members will be eligible to apply for project support under the District-supported Faculty Fellowship Program (Exhibit 15) which supports improvement of instruction endeavors. While professional development is not the primary thrust of this program, experience has shown that professional growth does tend to occur as projects are attempted and completed. As with the other two colleges, the Dean of Instruction will receive an allocation of funds which can be distributed to faculty members at his or her discretion.

Certificated staff members may receive professional improvement salary credits and work experience credits in accordance with District policy (Exhibit 13, #060-1-1, 060-2-1, 060-2-2; 0060-2-2, 0060-2-2.1; 0060-2-2.2 to 0060-2-2.4). In this way, certificated staff members are provided incentives for improving their informational and experiencial base beyond that which is expected by a professional in the field.

Assignment of Faculty

The assignment of faculty members within Coastline Community College will be in accordance with District policy (Exhibit 13, #005-1-1.1) which states that "assignment to any position shall be based on the needs of the district and the background, competence, and interest of the employee." Very careful selection and assignment of instructional personnel is made in this District. This care deals with competence and preparation in terms of experience, interest, and evidenced personal skill as such relates to the specific instructional areas of need. It is anticipated that a significant number of proven instructors currently serving in what has been the Evening Division will be utilized as key instructional personnel in the new institution.

Faculty Policies

District procedures for contractual duty period (Exhibit 13, #0060-2-7), standard teaching load (Exhibit 13, #0060-2-8), weekly student contact hours (Exhibit 13, #0060-2-9), faculty overload assignments (Exhibit 13, #0060-2-9.1), subject area preparation, and committee assignments presently used by Orange Coast College and Golden West College will apply to the new college as well. Following the District procedures, college procedures will be delineated by the staff working with the District administration and Board of Trustees. For example, specific standards of teaching load for the individual subject areas (e.g., divisions) are cited in the District procedure document for Orange Coast College and Golden West College. Similar specifics will soon be developed for Coastline Community College by appropriate personnel. In accordance with the objectives of Coastline Community College, new policies for faculty loading, committee assignments, and the like will be developed in response to needs as such are identified.

STUDENT PERSONNEL SERVICES

Objectives

The objectives of the Student Personnel Services are to:

- Serve as fully as possible within the limits of the college's capacity the needs of all students as individuals
- Integrate student services with all other functioning areas of the college
- Provide a variety of student services readily and easily available to all students

- Respond to the needs of students in terms of information, counseling, community services, and activities and financial aids

- Recognize and plan ways of meeting special needs of handicapped students, ethnic minorities, and students with special problems

Functions of Student Personnel Services

The functions of student personnel services are to meet those needs of students which are not specifically covered under the area of instruction. However, student personnel services are closely related with the instructional process. In Coastline Community College the provision of student personnel services will be critical to the recruitment, retention, and success of the students enrolled since there will not be just one place, but instead there will be many places where such support services may be available. The student characteristics (Exhibit 18) and their enrollment patterns demand that appropriate services be developed and be made available at times and places where they can be utilized by the target populations. In addition, testing services will be available to students who are in need of such services. The counselor-counselee ratio will need to be examined as the college moves into its operational phase. A desirable ratio for the traditional college is considered to be 300:1 to 350:1. Whether or not such a ratio is appropriate for Coastline Community College will need to be determined during the first year of operation.

Organization of Student Personnel Services

The relationship between instruction and student support services is expressed in the functional organization of the college. These functions are:

Admissions	Financial Aids
Records	Student Activities
Counseling	Co-Curricular Activities
Placement	

Areas of student personnel services are under the administrative guidance of both the Dean of Student and Community Services and the Dean of Admissions, Records, and Information Services. A note should be made of the apparent merger of two functions, usually distinct in traditional colleges. Since the students of Coastline Community College will be served throughout the District boundaries, student and community services become overlapping functions. The traditional student activities, for example, will be replaced by community service

activities which will involve Coastline Community College students as community residents. By offering instruction and services through community sites, community service lines of distinction, in fact, disappear. Lecture series, liaison with community agencies such as the community crisis clinic, child guidance clinic, educational personnel in living complexes like Park Newport and Leisure World, and cooperative activities with local recreation departments serve as examples.

Since student personnel services include counseling and guidance activities, counselors will serve at large and are available to students at the administrative center of the college as well as through program area centers. Faculty members of the college may also be assigned responsibility for academic advisement of students. At some sites throughout the community, especially high schools and junior high schools, counselors from their staffs may be employed to serve both on-site administrative and counseling roles. In addition, program directors strategically located throughout the community will monitor and provide for counseling services identified as needed.

Orientation Programs and Special Services

In keeping with the thrust of the college, orientation programs will take the form of publications and television coverage. In addition, an extensive outreach program is planned involving specialized information services, counselors, community volunteers, and peer counselors. Orientation activities will be a continuing responsibility of all faculty, administrators, and staff of the college, particularly in the first years of operation when explaining the organization, the services, and the program delivery system.

Special services for particular target populations will be developed and made available. Presently on staff is an Associate Dean of Programs for Senior Citizens. Veterans Services will soon be made available. Since there is no college campus, instructional and service programs will be taken to low income and/or minority concentration areas within the District to ensure that these target populations are also served. In identifying locations for courses, the needs of the disabled will also be considered to ensure that all persons can benefit from college activities. In certain instances, the disabled student may be referred to an existing college service that can better meet his or her individual needs; persons who are deaf, for example, may be better served by Golden West College which is presently staffed with interpreters and notetakers to assist the deaf in succeeding in the regular college program. In some instances, it should be noted, programs broadcast over KOCE-TV are presently captioned for the deaf audience. All services of the three colleges of the District will be employed to provide a complete range of services for those with special needs.

PUBLIC SERVICES AND OFF-CAMPUS PROGRAMS

Overview of the Public Service Programs

The community service program which has been in operation under the Evening Division will be continued by Coastline Community College. This program involves nongraded classes, cultural events, social and recreational activities, and lecture series. This program will be administered by the Dean of Student and Community Services and the staff as identified on the Coastline Community College organization chart. The community services program is financed by a permissive tax levied by the Coast Community College District. All programs are open to the public. All senior citizens, by Board regulation, may attend any function offered by the college without charge. The college uses a comprehensive variety of off-campus locations to provide a diverse schedule of activities (Exhibit 13, #0030-1-3.2).

An advisory committee on community services will be formed to assist in improving programs, in developing new programs, and in interrelating these programs with other community agencies. We have in the past, and will continue, to coordinate with organizations such as the Newport-Mesa Unified School District adult program, the Huntington Beach Union High School adult program, and other community organizations in need of workshops, institutes, and lecture series. Coastline Community College will continue to function as a public service agency and will expand its offerings in response to identified community requests.

Nature and Extent of Programs

All public service activities will utilize community sites and facilities. Major attention in the college's development years will be given to:

- Developing sound educational, cultural, recreational, and service programs fitting the needs and interests of District residents
- Encouraging staff and faculty to become involved in community organizations, special events, and activities where their knowledge and special talents may make maximum contribution
- Encouraging student involvement in civic affairs
- Organizing and promoting an effective Speakers Bureau
- Assisting in the sponsorship and organization of community events and cultural activities

- Coordinating and directing public relations activities of the college, including operation of a comprehensive news bureau
- Developing personal contacts with community leaders
- Providing a clearinghouse for general information about the college and the Coast Community College District - history, present activities, and future plans
- Producing general information fact sheets, brochures, annual reports, calendars, directories, and faculty newsletters
- Representing the college at public functions
- Acquainting community groups with the college through special tours and special focus events
- Expanding/improving the public service activities of KOCE-TV

Student services and community services have been combined organizationally for definitive reasons. The counseling services, for example, will be available to all community adults seeking assistance on educational/vocational decisions. The counselors will also fulfill an important community referral function in the area of psychological services and they will capitalize on the close cooperation with a number of social service agencies including the Employment Development Department, the Department of Vocational Rehabilitation, and the California Community Mental Health Agency.

In terms of faculty and staff involvement in the community, participation in community organizations will be encouraged, over and beyond professional affiliations. College human resources will be available to cooperate with numerous civic groups and organizations to assist in solving immediate and long-range problems. As a community-based college, active involvement in community endeavors will be a natural extension of educational services.

Examples of the community service activities of the Evening Division have been included. In addition, data is available on community participation in these events (Exhibit 19).

LIBRARY AND OTHER LEARNING RESOURCES

Organization and Scope of the Library and Other Learning Resource Services

Coastline Community College has access to the learning resource centers and libraries of Orange Coast College and Golden West College. Arrangements are being made to develop a joint powers agreement with the city

libraries in the six cities being served by Coastline Community College so that these libraries may serve as resource centers for constituency in their immediate areas. The Director of Learning Services and Systems will operate a learning resource program encompassing traditional library functions including acquisition, cataloging, and reference services as necessary to relate the city libraries participating in the college joint powers agreement and will coordinate with the libraries of the other two colleges in the District. In addition, arrangements are being made to obtain space for learning resource equipment and materials in community libraries. Both instructor and peer tutoring will be available in library centers, along with a career guidance program which is being planned for future implementation.

Coastline Community College will be the lead college in the implementation of the new MARK I independent study system being developed cooperatively with Goldmark Communications Corporation. This equipment provides courses offered in remote locations through a new technology access system. In addition, Coastline Community College will serve as a demonstration site for installation of the new DISCOVER guidance system, which is the most comprehensive interactive guidance system being developed in the United States today.

Plans are being made for vehicular transportation of appropriate equipment and materials to learning sites and for selective library collections in specialized areas such as escrow, insurance, etc. where these collections may be made available at the classroom locations to students who are participating in courses.

Full production capacity of the District-owned KOCE-TV, Channel 50, is available to Coastline Community College. Coastline Community College has primary responsibility for the initiation, design, development, and delivery of broadcast courses for credit to the students in the Coast Community College District.

Extensive use of both print and nonprint media will be made in developing both enrichment material for courses and alternatives to traditional classroom instruction. A comprehensive instructional materials center will be developed involving the capacity for high-speed print production, slide reproduction, filmstrip reproduction, coordinated instructional systems, deployment and implementation, and maintenance services.

Cluster learning resource centers are planned throughout the community and will be coordinated from the administrative center of the college. The administration will operate in temporary facilities until an administrative center can be constructed. A learning resources center will be included in the administrative center, which will be the focal point for spinoff learning centers throughout the community. A variety of coordinated instructional systems under student control providing

for self-paced and independent education will be made available in the future. Print copying of high-speed cassette copies is planned to provid additional access in immediacy to subject matter by students. These materials will be obtainable from the learning center in the administrative center and will be delivered by vehicle to classroom teaching sites.

While the college is getting under way, use will be made of the very extensive facilities at Orange Coast College and Golden West College.

Faculty Involvement

The selection and acquisition of library materials and equipment is based in large part on the requirements and recommendations of the instructional staff. In response to college area program activities, augmentations will be made to participating library collections. Equipment requests will be considered as presented in accordance with District budget development procedures. The use of selective collections maintained through differentiated cataloging whereby a library van may be loaded by discipline and called to the site by a faculty member will be studied.

Role of Learning Resource Personnel

Instructional development is a joint responsibility of the College President, the Dean of Instruction, and the Director of Learning Services and Systems in conjunction with the college faculty. The nontraditional approaches to learning being employed by Coastline Community College will create a continuing need for instructional change due to advancements in technology and the learning atmosphere. The learning resources personnel will continually explore innovative programs which have potential benefit for the college and its students. Support will be provided to faculty who wish to pursue pilot and developmental projects, coordinate, supervise, and evaluate these projects, and prepare recommendations to assure their development as programs. The District Faculty Fellowship Program, administered by the Dean of Instruction, provides opportunities for faculty to pursue such innovation. Workshops will be conducted periodically so that faculty members can become increasingly familiar with the variety of learning strategies and techniques available.

Present Library and Audio-Visual Facilities

While the college is in the developmental phases, the extensive facilities at Golden West College and Orange Coast College will be utilized. The following data reflect, in part, the holdings and services:

	Golden West College Library	Orange Coast College Library
Books	66,074	82,457
Microfilm Reels	1,254	4,588
Periodical Titles	733	837
Pamphlets	3,670	4,252
Media	2,970	3,146

The Orange Coast College Library and Media Center includes many special features including exhibit space, study rooms, AV carrels, and work areas. The Media Resources Center includes, in part, a computer "dial up" connection, audio (tapes, audio narration), audio and video distribution network; film rental, graphics, microfilming; reprographics (ditto, mimeo, typing, collating, etc.), and video services.

The Golden West College Library contains student study carrels for listening and video study, computer terminals for computer assisted instruction, and a variety of audio-visual-tutorial centers.

These resources, in addition to the ones planned for development, will provide the students and faculty of Coastline Community College a variety of options in the area of learning resources.

Student and Faculty Information Services

The students of Coastline Community College will be oriented to the availability of learning resources in a variety of ways. In addition to the published listing of community learning sites and the identification of the existing libraries as sources of information, orientation activities are available through each of the participating institutions. As previously described, there will be instances where the library services will be brought to the students to ensure that the learning resources are available.

Faculty will be kept informed of library and learning resources through their area administrators, the Director of Learning Resources and Systems, and through a variety of published communications. The continuous interaction in the identification and acquisition of materials will be monitored to ensure that the faculty are apprised of materials obtained for the benefit of themselves and their students.

PHYSICAL PLANT AND EQUIPMENT

Brief History

The Coast Community College District began utilizing off-campus community sites for instruction in approximately 1950. Presently over 70

sites (Exhibit 1) are utilized and more will be added as Coastline Community College assumes responsibility for community-based instruction.

The new college is the result of growing enrollments on the two existing campuses and an apparent trend at the state level to provide less support for educational programs, capital outlay, and construction. Governor Brown placed a five percent cap on enrollment growth on existing campuses, a cap which accepted for state support a growth of five percent in enrollment over the previous year but provided no further ADA financial support. The statement was made that further growth, if encountered and permitted, would have to be funded by local taxes.

The facilities for production of courses for television are included in the KOCE-TV station located on the Golden West College campus. This facility was added in 1972 to serve instructional as well as public service programming.

Plans

Coastline Community College will continue to utilize community sites for instructional purposes and expansion into new locations is scheduled for the first operating year. The location of the administrative offices, the instructional media center, and bookstore are still under study. By the time of the site visit, a location will have been identified. Outreach or service center sites in program areas may also be identified by that time.

A college without walls obviously cannot exist without some physical facilities - something with which a student body can identify. A concerted effort is now being made to locate, evaluate, and negotiate for temporary space that will be required to house the new college President, Deans of Instruction, Community and Student Services, Admissions, Records, and Information, and their supporting staffs. It is the present intent of the District to purchase a parcel of land, probably three acres in size, located in an acceptable area (possibly in the Garden Grove, Westminster, Fountain Valley vicinity), upon which a relocatable structure can be erected under lease-purchase funding. This structure will likely be 15,000 square feet and house functions other than the administration and staff. Parking for approximately 25 to 150 vehicles would be included.

Because of the declining enrollment in some elementary school districts, it is possible that attractive lease arrangements can be made that will provide California State Office of Architecture and Construction-approved structures on a relatively permanent basis. Advantages in such a course are obvious: a sense of community identity, convenience, and efficient use of tax-constructed and supported surplus educational structures.

Program for Acquisition and Replacement of Equipment

During the first year of operation, a complete study will be made of the equipment needs and the equipment provided at instructional sites to be sure that the faculty and staff have the items needed. Initial equipment needs for the administrative offices and the program offices will be identified. The instructional media center, in the planning stages, will be further delineated and appropriate equipment identified for acquisition. Funds have been set aside for equipping the facilities of Coastline Community College during its first year of operation.

Policies and Practices for Use of Community Facilities

At the present time there are no Board policies or administrative procedures for the use of community facilities. As in the past, independent arrangements will be made with community organizations for use of their facilities for instructional purposes. As time brings the wisdom of experience, appropriate policies and guidelines will be developed. Facilities arrangements, practices, and policies will be continually reviewed by the Facilities Practices Committee chaired by the college Director of Business Services.

Maintenance of Buildings and Equipment

As with all District property, maintenance of facilities and equipment will be provided for Coastline Community College. Most of the facilities are leased with maintenance costs included in the lease price arrangements. It is expected that such arrangements would continue, indeed expand, as the expected enrollment growth in the new college is encountered.

FINANCIAL RESOURCES

Since Coastline Community College did not exist during the last fiscal year, there is no separate financial report available. However, the total District budget is available (Exhibit 20). Included in that budget are the costs for the Evening Division and the telecourses but it is not broken out in a fashion which will give an impression as to how much the District currently expends on those activities. Since the Evening Division coordinated all courses in the community (day and evening), on- and off-campus, and since the individual college coordinated the courses by television and newspaper, the actual costs for these activities are incorporated into their budgets.

The District has budgeted funds for operation of Coastline Community College. In addition, funds have been budgeted for the purchase of

new equipment to ensure a quality educational program. The budget for subsequent years will be developed in accordance with procedures illustrated in Exhibit 21. These are the standard procedures for member colleges. There is no indebtedness related to this college or to the college district. Charges for students are refunded in accordance with the procedures outlined in Exhibit 22.

INSTITUTIONAL GOVERNANCE AND ADMINISTRATION

Institutional Governance

Coastline Community College is committed to the concept of decentralized administration. The organizational chart that follows presents the administrative structure of the institution. The structure is designed for flexibility. Primary responsibilities are established as follows:

President

- Institutional oversight
- General administration
- Planning
- Operating policy
- College development
- Promotion
- Community relations
- District/college relations
- Management review
- Interdistrict/college coordination
- Educational resources
- Educational program

Dean of Instruction

- Curriculum
- Curriculum materials
- Faculty: selection, evaluation, development
- Instructional development
- Educational project development
- Credit course operations
- Community internships

Dean, Community and Student Services

- Student activities
- Community activities
- Counseling
- Student/community project development
- Career services
- Diagnostic career centers

Dean, Admissions, Records, and Information Services

Enrollment and registration
Student records
Information services
Research
Project development
Guidance system and technicians
Articulation

Director, Business Services

College operations
Facilities
Facilities arrangements
Bookstore
Contracts
Accounting
Budget
Equipment
Purchasing
Classified personnel

Director, Telecourse Design

Telecourse design and evaluation
Implementation and packaging

A program director will operate in each of five areas of the community and will have broad responsibilities for program development in each area of the community. This is a ratio of one program director per 100,000 of population served. Each program director will have responsibility for a comprehensive program in the area served. In addition, the Associate Dean of Instruction will have responsibility for business and occupational program liaison working with the program directors. In addition, under the auspices of the Dean of Instruction, administrative personnel will implement the operation of telecourses. The Director of Cooperative Education will develop and operate the cooperative education work experience program. The Director of Learning Resources and Services will operate the learning systems and services program, and a full-time Veterans Coordinator will coordinate veterans activities. A full-time research assistant will be employed to continually collect data on students and student needs.

Committee Structure

- Curriculum Council

  President, Chairperson
  Dean of Instruction

COASTLINE COMMUNITY COLLEGE

ORGANIZATION CHART

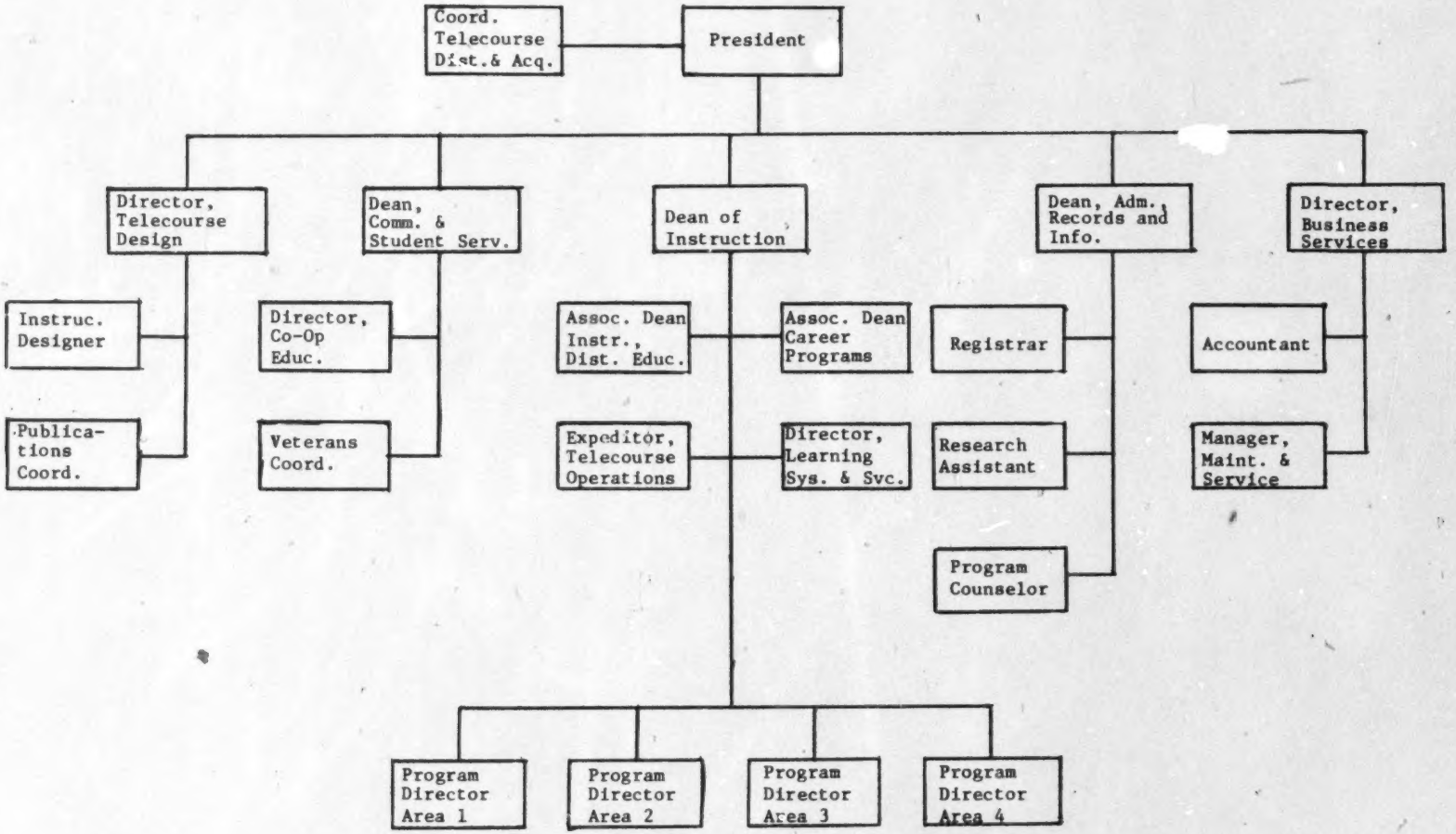


FIGURE 11

Dean of Admissions, Records, and Information Services
Program Administrators
Director of Learning Systems and Services
Faculty, ad hoc, by curriculum area under review, coordinated by the Dean of Instruction

- Management Review Council

  President, Chairperson
  Administrators

- Accreditation Committee

  Dean of Instruction, Chairperson
  Dean of Admissions, Records, and Information Services
  Dean of Community and Student Services
  Director, Business Services
  Research Assistant

- President's Council

  President
  Dean of Instruction
  Dean of Admissions, Records, and Information Services
  Dean of Community and Student Services
  Director, Business Services

- Program Information Committee

  Dean of Admissions, Records, and Information Services, Chairperson
  Research Assistant
  Dean of Instruction
  Dean of Community and Student Services
  Program Administrators

- Telecourse Development Committee

  Director of Telecourse Design, Chairperson
  Dean of Instruction

- Telecourse Operations Committee

  Dean of Instruction, Chairperson
  Expediter (Traffic Manager)
  Dean of Admissions, Records, and Information Services
  Research Assistant

- Facilities Policy Committee

  Director, Business Services, Chairperson
  President
  Dean of Instruction
  Dean of Community and Student Services
  Program Directors

- Faculty Meetings - called by President periodically

- Academic Senate - to be organized by faculty

- Classified Staff Association - to be organized by classified staff

- College Advisory Committee - membership to be drawn from representatives of various committees served by the college - meets twice a year

Administrative Responsiveness

Through the described administrative, committee, and organizational structure, students, faculty groups, and classified staff have opportunity to make suggestions and become actively involved in the operation of the institution. Channels of communication are clearly indicated. The committee approach to recommending, and in some cases, in implementing, policy is employed rather extensively by both the District office and the college.

Relationship with the District Office

The division of responsibility between the District office and Coastline Community College is as follows. The District has the direct responsibility for working with the Board of Trustees in connection with recommending policy and developing procedures for implementing policies in accordance with Articles 935, 939, and 1031 of the Education Code, State of California. The District is responsible for planning and presenting the District budget, recommending employees to the Board, assuring coordination of educational programs, implementing personnel policies, planning and developing educational facilities, evaluating and reviewing educational programs, organizing and directing educational research. In addition, it is responsible for interpreting the District's programs to the citizens of the District, representing the Board with state and national association activities, and in connection with legal matters and processing legal inquiries and actions.

Coastline Community College is, by and large, given autonomy for the operation of its educational program within the bounds of District

policies and procedures. This includes activities ranging from student affairs through counseling and guidance, curriculum development, extracurricular program, and inservice and staff development activities.

The organizational structure and specific responsibilities of District administrative personnel are described in the respective classification specifications as follows (Exhibit 13, respective policy references as indicated):

Chancellor	0020-1-2
Executive Vice Chancellor, Business Affairs	0020-1-1.2
Vice Chancellor, Educational Planning and Development	0020-1-1.3
Vice Chancellor, Vocational Education	0020-1-1.4
Vice Chancellor, Employee Relations	0020-1-1.5
District Director, Community Relations	0020-1-1.7
District Director, Information Services	0020-1-1.8
District Director, Physical Facilities Planning	0020-1-1.9
Director, Telecommunications and Vice President/General Manager of KOCE-TV, Channel 50	0020-1-1.11
Director, Program Development	0020-1-1.12

In addition, the District has several standing committees through which direct interaction between District administration and college staff can occur. Typical of such committees are the following:

Chancellor Council - Meets weekly to discuss with the chancellor of the District matters of importance to the District generally. It is composed of the vice chancellors of the District, the college presidents, and the faculty senate presidents.

District Review Committee - Formed after the establishment of the third college in the District. It is comprised of a faculty member appointed by the president, faculty member appointed by the senate, a classified staff member, a student, and the associate dean of instruction of each existing campus; and a representative of the existing Evening Division staff. The purpose of the Review Committee is to provide an avenue of communication in order that members of the District community may continue to be informed with respect to developments. Comments and reactions from this committee are appreciated. Meets on call.

Budget Committee - Composed of administrators, faculty, and classified staff appointed by the college presidents, academic senates, and the classified cabinets. The committee meets monthly for the purpose of sharing District financial information

as well as keeping informed on current legislative activities that have a financial impact on District funding. Each month the financial condition of the District is reviewed. Areas of concern are discussed. Occasionally, financial briefs are presented by the Chancellor to clearly point out the relative position of Coast Community College District among California community colleges (e.g., placement on salary schedules). The committee functions primarily as a means of communicating financial data to the staffs.

Affirmative Action Advisory Committee - Composed of administrators, faculty, and classified staff of the District. Personnel representing faculty and classified staff include women and minorities. The role of this committee is to assist the Affirmative Action Officer in developing goals and timetables for the District consistent with the Affirmative Action Program adopted by the Board of Trustees. In addition, this committee will review the progress made by the District in meeting its goals and will update goals and timetables to keep the program pertinent to the intent of the law.

Evaluation Committee - Established to develop evaluation procedures for members of the certificated staff of the District. Includes instructors, non-teaching certificated personnel, and administrators. Meets at least once each year in the spring to review existing procedures and to make recommendations that the committee considers desirable for the improvement of the certificated evaluation program. The Faculty Handbook carries the evaluation procedure that has been developed and monitored by this committee.

Insurance Committee - Consists of certificated and classified personnel of the District, working together to review existing insurance programs provided in the fringe benefit package of all personnel of this District. The committee also seeks to make improvements within existing insurance packages as well as recommend new types of insurances when such are indicated by the changing needs of personnel. Under the Rodda Bill, if either the classified or certificated personnel elect to have union representation, the insurance program as a fringe benefit falls fully under the scope of bargaining as defined by Senate Bill 160. The future role of the Insurance Committee, therefore, may be limited.

Professional Improvement Committee - Established to review and study professional improvement programs and potentials in the District. Consists of one person from each college designated by the college presidents to serve as administrative representatives; and two division chairmen from each college. Each senate chairman designates four members, broadly representative

of different areas of interest to serve. The committee is chaired by the Vice Chancellor, Employee Relations, and a representative of the Office of Educational Planning and Development also serves.

In summary, the relationship of Coastline Community College and the Coast Community College District is one that stresses cooperation and delegation of activities to the most appropriate organization level.

Governing Board

In accordance with the Education Code of the State of California, the governing Board of the Coast Community College District is elected by the District residents for four-year staggered terms of office. The Board meets bi-monthly throughout the year in meetings that generally range from three to six hours.

Current membership of the Board of Trustees includes:

Donald Hoff, Engineer, North American Rockwell Corporation
Robert Humphries, Attorney
Worth Keene, Postmaster (retired)
William Kettler, CLU, Regional Supervisor of ISI Sales Corporation
George Rodda, Jr., Attorney and President, Management Engineering Corporation

Faculty members and students are encouraged to express their views, and often taken an active part in policy deliberations.

The Board of Trustees works directly through the Chancellor and his central office staff. Typically, campus administrators attend Board meetings and colleges initiate many requests to the Board through the Chancellor's office. The Board approves in detail all policy-related activities of the colleges.

Administrative Evaluation

All administrators are evaluated annually according to District policy (Exhibit 13, #0060-2-4).

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